

Xavier Oriol

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1019793/publications.pdf>

Version: 2024-02-01

35
papers

690
citations

566801

15
h-index

610482

24
g-index

36
all docs

36
docs citations

36
times ranked

741
citing authors

#	ARTICLE	IF	CITATIONS
1	Dispositional and situational moral emotions, bullying and prosocial behavior in adolescence. <i>Current Psychology</i> , 2023, 42, 11115-11132.	1.7	5
2	Feel the Copa Am�rica final: Immediate and medium-term effects of major sport events and national football team identification on different components of subjective well-being. <i>Current Psychology</i> , 2022, 41, 727-745.	1.7	5
3	Characterization of Wellbeing and its Relationship with Exposure to Violence in Mexican and Chilean Early and Late Adolescents during the COVID-19 Pandemic. <i>Child Indicators Research</i> , 2022, , 1-26.	1.1	5
4	Economic and Children�s Subjective Well-Being Indicators at the National Level in 35 Countries. <i>Child Indicators Research</i> , 2022, 15, 1539-1563.	1.1	5
5	Correlates of Bullying Victimization and Sexual Harassment: Implications for Life Satisfaction in Late Adolescents. <i>Journal of School Nursing</i> , 2021, 37, 202-208.	0.9	20
6	Gratitude as a Protective Factor for Cyberbullying Victims: Conditional Effects on School and Life Satisfaction. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 2666.	1.2	3
7	Gratitude at Work Prospectively Predicts Lower Workplace Materialism: A Three-Wave Longitudinal Study in Chile. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 3787.	1.2	9
8	Subjective Well-being, Bullying, and School Climate Among Chilean Adolescents Over Time. <i>School Mental Health</i> , 2021, 13, 616-630.	1.1	14
9	Teacher violence, school satisfaction and subjective well-being in children and adolescents in residential care: The moderation effect of staff support. <i>Children and Society</i> , 2021, 35, 850.	1.0	0
10	Bullying victimization at school and subjective well-being in early and late Peruvian adolescents in residential care: The contribution of satisfaction with microsystem domains. <i>Children and Youth Services Review</i> , 2020, 109, 104685.	1.0	11
11	Self-Transcendent Aspirations and Life Satisfaction: The Moderated Mediation Role of Gratitude Considering Conditional Effects of Affective and Cognitive Empathy. <i>Frontiers in Psychology</i> , 2020, 11, 2105.	1.1	13
12	The Effects of the 2016 Copa Am�rica Centenario Victory on Social Trust, Self-Transcendent Aspirations and Evaluated Subjective Well-Being: The Role of Identity With the National Team and Collective Pride in Major Sport Events. <i>Frontiers in Psychology</i> , 2020, 11, 591498.	1.1	4
13	Distinct Routes to Understand the Relationship Between Dispositional Optimism and Life Satisfaction: Self-Control and Grit, Positive Affect, Gratitude, and Meaning in Life. <i>Frontiers in Psychology</i> , 2020, 11, 907.	1.1	28
14	Positive Affect and its Relationship with General Life Satisfaction among 10 and 12-Year-Old Children in 18 Countries. <i>Child Indicators Research</i> , 2020, 13, 2261-2290.	1.1	20
15	Nationalistic Collective Rituals, Intergroup Relations, and Legitimation of National Social Systems. <i>Revue Internationale De Psychologie Sociale</i> , 2020, 33, .	1.0	3
16	Adolescent Bullying Victimization and Life Satisfaction: Can Family and School Adult Support Figures Mitigate this Effect?. <i>Revista De Psicodid�ctica (English Ed)</i> , 2019, 24, 39-45.	0.5	24
17	Self-control and subjective-wellbeing of adolescents in residential care: The moderator role of experienced happiness and daily-life activities with caregivers. <i>Children and Youth Services Review</i> , 2019, 98, 125-131.	1.0	23
18	Risk and protective factors at school: Reducing bullies and promoting positive bystanders' behaviors in adolescence. <i>Scandinavian Journal of Psychology</i> , 2019, 60, 106-115.	0.8	8

#	ARTICLE	IF	CITATIONS
19	Bullying en la adolescencia y satisfacci3n con la vida: ¿puede el apoyo de los adultos de la familia y de la escuela mitigar este efecto?. Revista De Psicodidactica, 2019, 24, 39-45.	0.4	34
20	The Assertive Resolution of Conflicts in School With a Gamified Emotion Education Program. Frontiers in Psychology, 2018, 9, 2353.	1.1	15
21	Emotional regulation and physical recovery in young athletes of individual and collective sport modalities. [Regulaci3n emocional y recuperaci3n f3sica de los j3venes deportistas en modalidades deportivas individual y colectiva].. RICYDE Revista Internacional De Ciencias Del Deporte, 2018, 14, 191-204.	0.1	9
22	Development and validation of the Relaxation-Mindfulness Scale for Adolescents (EREMIND-A). Psicothema, 2018, 30, 224-231.	0.7	6
23	Comparing family, friends and satisfaction with school experience as predictors of SWB in children who have and have not made the transition to middle school in different countries. Children and Youth Services Review, 2017, 80, 149-156.	1.0	37
24	The Role of Self-control and Grit in Domains of School Success in Students of Primary and Secondary School. Frontiers in Psychology, 2017, 8, 1716.	1.1	66
25	Violent relationships at the social-ecological level: A multi-mediation model to predict adolescent victimization by peers, bullying and depression in early and late adolescence. PLoS ONE, 2017, 12, e0174139.	1.1	38
26	Emotional Creativity as Predictor of Intrinsic Motivation and Academic Engagement in University Students: The Mediating Role of Positive Emotions. Frontiers in Psychology, 2016, 7, 1243.	1.1	57
27	Effect of a Mindfulness Training Program on the Impulsivity and Aggression Levels of Adolescents with Behavioral Problems in the Classroom. Frontiers in Psychology, 2016, 7, 1385.	1.1	91
28	The relationship between emotional competence, classroom climate and school achievement in high school students / La relaci3n entre competencia emocional, clima de aula y rendimiento acad3mico en estudiantes de secundaria. Cultura Y Educaci3n, 2016, 28, 130-156.	0.2	27
29	Collective Efficacy in Sports and Physical Activities: Perceived Emotional Synchrony and Shared Flow. Frontiers in Psychology, 2015, 6, 1960.	1.1	34
30	Habits Related to Relaxation and Mindfulness in High School Students: Influence on Classroom Climate and Academic Performance // H3bitos relacionados con la relajaci3n y la atenci3n plena (mindfulness) de estudiantes de secundaria: influencia en el clima de aula y el rendimiento acad3mico. Revista De Psicodidactica, 2015, 21, 121-138.	0.4	22
31	Emotional competences of adolescents in residential care: Analysis of emotional difficulties for intervention. Children and Youth Services Review, 2014, 44, 334-340.	1.0	14
32	Regulaci3n emocional de los resultados adversos en competi3n: estrategias funcionales en deportes colectivos. Cuadernos De Psicologia Del Deporte, 2014, 14, 63-72.	0.2	6
33	Evaluation of residential care from the perspective of older adolescents in care. The need for a new construct: optimum professional proximity. Child and Family Social Work, 2013, 18, 285-293.	0.6	17
34	Inteligencia emocional y personalidad en las diferentes 3reas de conocimiento de los estudiantes universitarios. Revista Electrónica Interuniversitaria De Formacion Del Profesorado, 2013, 16, .	0.2	1
35	Predicci3n del rendimiento acad3mico a trav3s de la pr3ctica de relajaci3n-meditaci3n-mindfulness y el desarrollo de competencias emocionales. Universitas Psychologica, 0, 19, .	0.6	4